

SECTION J. (2) ADULT EDUCATION DEFINITIONS

1. Achievement 8/2006 The attainment of measurable educational functioning level (EFL) gain(s) or reportable goal(s), such as received a GED or obtained a High School Diploma, for a specific enrollment.
2. Adequate Yearly Progress (AYP) 8/2006 The gain that schools, school systems, and states must make each year in the proportion of students achieving proficiency in reading and math.
3. Adult Basic Education (ABE) 8/2006 Instruction provided to adults who function below the ninth grade equivalent level in language arts and/or mathematics as determined by a DLEG approved assessment test. Adult Basic Education consists of four EFLs as defined by the National Reporting System including:
 - Beginning Literacy
 - Beginning Basic Education
 - Low Intermediate
 - High Intermediate
4. Adult Education 8/2006 Instruction provided to adult students that is geared toward earning a high school diploma or GED, improving reading, writing, and/or math skills, learning English, becoming a citizen, increasing family literacy, and gaining or improving employment.
5. Adult Education and Family Literacy Act of 1998 8/2006 See Workforce Investment Act.
6. Adult Learning Plan (ALP) 8/2006 The DLEG approved form which is designed to document information that tracks participant's progress towards his/her goals and enhances the academic performance and economic success of the adult education participant. The ALP also incorporates essential elements required for ensuring compliance with federal and state requirements.

All recipients of adult education funds (federal and/or state) are required to maintain a DLEG developed Adult Learning Plan (ALP) for all adult education participants. The ALP must be completed on a program year basis beginning at intake by both the adult education program staff and the adult education participant.
7. Adult Literacy Participant 8/2006 16 years of age or older, not affiliated with a traditional school system, and reading skill below the eighth grade level.
8. Adult Secondary Education (GED/HSD) 8/2006 Instruction designed to fulfill the requirements for a High School Diploma or GED for adults and eligible out of school youth.

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| 9. Adult with Disability | 8/2006 An individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, <u>and</u> who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to competitive employment. |
| 10. Assessment | 8/2006 Standardized process approved by the state, which enables local adult education programs to determine students' educational functioning levels. This process is used to determine initial placement, develop appropriate instructional plans, and determine progress and educational attainment levels of students served in adult education programs using state approved tests of record. All adult education participants must be pre-tested at intake and post-tested at the end of the instructional period. All ABE, GED and ESL participants must be progress tested after every 90 hours of attendance. |
| 11. Attendance | 8/2006 The presence of a participant on scheduled school days under the guidance and direction of an adult education instructor. |
| 12. Basic English Proficiency | 8/2006 Attainment of highest CASAS assessment scores as follows: Reading and Listening - 236 and above; Writing - 261 and above |
| 13. Beginning EFL | 8/2006 The EFL at entry into the current program of enrollment as determined by a Department approved assessment test. This is the beginning point for the measurement of the participant's educational gain. |
| 14. Benchmark | 8/2006 Knowledge and skills achieved at a specific level of instruction or individual skills the student should achieve at the end of a developmental level. |
| 15. Bridge Participants | 8/2006 There is a "Bridge Participant" provision that allows for the intake no earlier than April 1 for participants being served in a program that will be actively providing instruction on both June 30 of the program year ending and July 1 of the following program year. |
| 16. Building/Program Alpha List | 8/2006 Alphabetized listing (by grade, if graded program) of all participants in each building who are eligible for membership. |

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17. Calendar of Events (Office of Adult Education)	8/2006 The Office of Adult Education published calendar of events. It details critical dates when written reports are due, events are to happen, and data entry processes are to be completed.
18. Categorical Funding	8/2006 Funding identified (line-item) for use for a specific project, program or target population.
19. Certified/Certificated Teachers	8/2006 Instructors authorized to teach in Michigan; therefore, holding a valid Michigan teaching certificate, authorization, or permit.
20. Citizenship Classes	8/2006 Instruction designed to prepare students for success in the Naturalization process required for all who have the United States Citizenship Test as a goal.
21. Competency-Based Instruction	8/2006 Curriculum using specific objectives and performance-based learning to achieve performance standards.
22. Completed	8/2006 The student has finished the period of enrollment.
23. Comprehensive Adult Student Assessment System (CASAS)	8/2006 A DLEG approved assessment for pre/progress/post-testing adult education participants in the areas of reading, math and/or listening.
24. Computer-Assisted Instruction	8/2006 A method of instruction using a variety of software to facilitate learning.
25. Consortium	8/2006 A formalized agreement between two or more educating districts, with one designated as the fiscal agent, to provide educational services.
26. Contact Hours	8/2006 Hours of instruction the learner receives from an approved instructor through the adult education program.
27. Content Standard	8/2006 Description of what learners should know and be able to do within a specific content area.
28. Cooperative Learning	8/2006 A learning strategy that facilitates the sharing and exploring of knowledge.
29. Core Curriculum	8/2006 The curriculum, which is approved by the state of Michigan, for the four content areas: language arts, mathematics, science, and social studies.

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30. Core Measures Indicators 8/2006 Federally mandated indicators of performance, which are included in Title II of the Workforce Investment Act of 1998. These core measures include (1) demonstrated improvements in literacy skill levels in reading, numeracy, problem solving, writing, English language acquisition, speaking the English language and other literacy skills; (2) placement, improvement or retention of unsubsidized employment; (3) entry into post-secondary education or training; (4) receipt of a secondary school diploma or its recognized equivalent.

31. Core Outcome Measures 8/2006 The National Reporting System (NRS) requires that the following core measures of success be collected and reported on a yearly basis. The six core measures are:

- GED attainment rate
- High School Diploma attainment rate
- Entry into Post-secondary education or training rate
- Entered employment rate
- Employment improvement rate
- Employment retention rate

The GED and High School Diploma rates are combined and reported as the High School Completion rate. The Employment Improvement and Employment Retention rates are combined and reported as the Retained and Improved Employment rate. All rates are computed by dividing the number of participants that achieved one of the Core Outcome Measures by the number of participants enrolling with said measure.

32. Correctional Institution 8/2006 Refers to any of the following: prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other institution designed for the confinement of criminal offenders.

33. Count Date 8/2006 The official day(s) used in determining participant memberships (the number of full time equated participants) reported for State School Aid:

- Fourth Wednesday in July
- Fourth Wednesday in September
- Second Wednesday in February (For a district not in session on that day, the immediately preceding day on which the district is in session must be used.)
- Fourth Wednesday in April

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| 34. Count Period | 8/2006 The period of time when participants absent on the count date can still be included in membership for State School Aid. For participants absent on the count date with an excused absence, the count period includes the next 30 calendar days. For participants absent on the count date with an unexcused absence, the count period includes the next 10 consecutive school days. |
| 35. Count Week (Learning Center) | 8/2006 The count date and the six calendar days immediately following the count date. |
| 36. Course | 8/2006 A class approved by the local school board. |
| 37. Criterion-Referenced Test | 8/2006 An assessment instrument developed and used to estimate how much of the content and skills covered have been acquired by the students assessed. Performance is judged against a set of criteria rather than in comparison to other students tested. |
| 38. Customer ID | 8/2006 A participant identifier that is created and used in the MAERS system when the participant is first entered into the system. The identifier consists of the first three letters of the participant's last name, the first two letters of the participant's first name, the participant's birth month, and the participant's birthday. |
| 39. Date of Enrollment | 8/2006 The date entered into MAERS that the participant was enrolled into the local adult education program. |
| 40. Department of Labor and Economic Growth (DLEG) | 8/2006 The Michigan Department of Labor and Economic Growth administers Michigan's adult education programs. |
| 41. Desk Audit | 8/2006 An audit to verify that the district's participant membership counts are supported by building/program alpha lists and are mathematically accurate. A desk audit must be completed for all districts and for every count period. |
| 42. Diploma /GED Status at Entry | 8/2006 One of the following applies: The participant has a GED, the participant has a H.S. Diploma (U.S. or other country), or the participant has neither a GED nor H.S. Diploma. This data item is collected at entry into an adult education program and is recorded on the Adult Learning Plan and in MAERS. Note: If the student is recorded as having a GED or an HSD, a subsequent enrollment cannot be entered indicating that the student has neither. |
| 43. Dislocated Worker | 8/2006 An individual who received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff. |

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| 44. Drop Out | 8/2006 A term used in MAERS to refer to a participant who left the adult education program prior to its completion. |
| 45. Dual Enrollments | 8/2006 Two enrollments in the same program of enrollment (ABE, GED, HSC, ESL) by different local adult education providers at the same time. |
| 46. Economically Disadvantaged | 8/2006 Individuals (1) whose family income is at or below the national poverty level or (2) who receives public assistance. |
| 47. Educating District | 8/2006 A local or intermediate school district that provides instructional services to a participant. |
| 48. Educational Functioning Level (EFL) | 8/2006 An approach to measuring educational gain that is based on a set of levels in which students are initially placed, based on their ability to perform literacy-related tasks in specific content areas. Each EFL describes a set of skills and competencies that the participant entering at the given level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. The US Department of Education developed this system to standardize measurement of educational achievement. A student is considered to have advanced if he/she demonstrates sufficient improvement to more one or more levels higher. |
| 49. Educational Gain | 8/2006 The participant completes or advances one or more Educational Functioning Levels from the starting level as measured by a DLEG approved assessment test upon entry into the program. |
| 50. Eligible Provider | 8/2006 A local educational agency, community-based organization, volunteer literacy organization, institution of higher education, public or private nonprofit agency, library, public housing authority, or other nonprofit agency that can manage federal funds and provide services to adult education students. |
| 51. Employed | 8/2006 The participant is employed at an unsubsidized job and works 15 hours, or more, per week. |
| 52. End of Enrollment Participant Status | 8/2006 A term used in MAERS to indicate the participant's completion status at the end of their enrollment period. There are three separation statuses, which are: <ul style="list-style-type: none">• Completed the period of instruction and plans to continue in 90 days.• Completed the period of instruction but will not |

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- continue, or
- Separated before completion

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| 53. Ending EFL | 8/2006 The Educational Functioning Level (EFL) at exit from the current program of enrollment as determined by a Department approved assessment test. This is the ending point that will be used in the measurement of the participant's educational gain. |
| 54. English as a Second Language (ESL) | <p>8/2006 A program that provides instruction in English language communication skills (understanding, speaking, reading & writing) to participants whose native language is not English, and who lack basic English proficiency as determined by a DLEG approved assessment test. ESL consists of six EFL levels as defined by the National Reporting System, including:</p> <ul style="list-style-type: none"> • Beginning Literacy • Beginning • Low Intermediate • High Intermediate • Low Advanced • High Advanced <p>Beginning 7/1/2006, the six English as a Second Language EFLs will be revised as follows:</p> <ul style="list-style-type: none"> • Beginning Literacy ESL • Low Beginning ESL • High Beginning ESL • Low Intermediate ESL • High Intermediate ESL • Advanced ESL |
| 55. English Literacy and Civics Education Grant (EL Civics) | 8/2006 English Literacy and Civics Education (EL/CE) state formula grants funded by the U.S. Department of Education that provides English language learners with English literacy instruction and civics education to help them succeed at work, home, and in the community. |
| 56. Enrolled/Enrollment | <p>8/2006 A participant may be considered enrolled if he/she:</p> <ol style="list-style-type: none"> 1. Signed a registration or enrollment form, dated no more than 90 days prior to the beginning of the program year (April 1st), and 2. Has attended one or more class sessions. |
| 57. Entry Status | 8/2006 Reportable participant information/data collected at intake, which may include: employment, disability, public assistance status, etc. |

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58. Environmental Scan 8/2006 A compilation, mandated by the state as part of the Workforce Development Board Strategic Planning Initiative, of data including demographics, economics and business climate, education and training, technology, politics and legalities, social-cultural climate, transportation, and health, for a region.
59. Equipped for the Future (EFF) 8/2006 An initiative developed by the National Institute for Literacy to improve the quality and results of adult literacy, basic skills, and lifelong learning systems in the U.S. EFF focuses on accountability issues through a standards based reform initiative that establishes standards that can be tied to curriculum, instruction, assessment and accountability.
60. Exit Date 8/2006 The date the participant leaves, or completes and leaves, their currently active Adult Education enrollment.
61. Exit Separation Reason(s) 8/2006 The reason indicated by the participant as to why he/she has decided to drop out (Separate Before Completion) of his/her adult education enrollment. Only one reason **is** may be entered into MAERS.
62. Exit Status 8/2006 See “End of Enrollment Participant Status” definition.
63. Family Literacy 8/2006 A program for adults with a literacy component for parents and children or other intergenerational literacy components. The Adult Education and Family Literacy Act of 1998 defines family literacy as “those services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; an age-appropriate education to prepare children for success in school and life experiences.”
64. Field Audit 8/2006 Local district field audits verify that the district has included only those adult education participants with proper documentation in the adult education participant membership count. A narrative report is prepared which provides general and specific findings noted during the audit and final FTE adjustments as required.
65. Fiscal Agency Admin or Staff MAERS Access Level 8/2006 Refers to MAERS Access levels. A “Fiscal Agency Admin” MAERS Access Level can run reports but not enter data. A “Staff” MAERS Access Level can enter data into MAERS.

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| 66. Fiscal Agent | 8/2006 An agency awarded a grant, or receiving an allocation, from the Michigan Dept. of Labor and Economic Growth, Office of Adult Education for the delivery of educational services to participants. |
| 67. Follow Up | 8/2006 A process required by the United States Department of Education to determine a Participant's goal attainment status after they have completed their period of instruction. (i.e. – If the Participant's goal was to "Get a Job" the Follow Up process is used to determine if the Participant in fact got a job. |
| 68. Full Time Equated /Full Time Equivalent (FTE) | 8/2006 An individual participant's pro rata share of membership. In no circumstance may a participant generate more than 1.00 FTE per a single count date. Currently a full (1.00) FTE = 450 hours. |
| 69. Funding Source | 8/2006 The source of funds used to pay for the participant's instruction. Current funding sources include: Section 107 of the State Aid Act of 1979 as amended, and Title II of the WIA of 1998 (Federal Adult Education and Family Literacy). |
| 70. GED Actual Tests Previously Passed | 8/2006 The number of GED tests the participant has successfully passed prior to the current enrollment period. |
| 71. General Educational Development Tests (GED) | 8/2006 The tests of GED, which provide a universally recognized high school equivalency credential for those who have not earned a diploma. The GED tests measure high school level knowledge and skills, with increased emphasis on workplace and higher education in the following five areas: <ul style="list-style-type: none">• Language Arts, Writing• Social Studies• Science• Language Arts, Reading• Mathematics |
| 72. General Educational Development (GED) Test Preparation | 8/2006 Instruction designed to prepare participants to pass the GED tests (Language Arts Writing, Language Arts Reading, Social Studies, Science, and Mathematics) of high school equivalency. |

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73. Goals 8/2006 What the participant wants to achieve as a result of his/her instruction. Measurable goals include:
- Attainment of a HSD
 - Attainment of a GED
 - Entry into Post-secondary education
 - Entry into Employment
 - Retention of a current job
 - Improvement of a current job and
- A participant may be considered to have met his/her goal if he/she has actually accomplished the goal stated upon entry and may be determined during the follow up process.
74. Grade Equivalent 8/2006 A commonly understood reference point, for adult learners and teachers, to indicate achievement levels as related to typical educational structures, i.e. "grade level".
75. High School Completion (HSC) 8/2006 Instruction designed to fulfill the requirements for a High School Diploma for adults and out-of-school youth. Also referred to as Secondary Education.
76. HSD Credits Previously Earned 8/2006 The number of credits the participant has earned towards his/her High School Diploma prior to current enrollment.
77. HSD Credits Required for Completion 8/2006 The number of High School Diploma credits the local adult education program requires for attainment of its High School Diploma.
78. Incentive Funding 8/2006 Additional funding provided to state and/or local programs as a result of achievement of specific performance levels.
79. Individualized Instruction 8/2006 A method of instruction based upon a prescription designed to meet the assessed needs of an individual student.
80. Instructional Period 8/2006 A period of time for which instruction is provided to a Participant. Typical instructional periods are quarters, semesters, terms, etc. However, Adult Education accommodates open entry/open exit programs that are offered through Literacy Councils and other like agencies.
81. Job Referral 8/2006 An employer generated referral requesting "remedial education" for an employee. For this purpose "Remedial Education" is defined as the instruction of communication and math skills necessary for the participant to overcome his/her deficiencies and improve his/her skills up to the 9th grade.

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| 82. Learning Centers
(Learning Labs) | 8/2006 A methodology for delivery of individualized instruction. FTE value is determined by the course/class in which the participant is enrolled. |
| 83. Learning Disability | 8/2006 A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the use of listening, speaking, reading, writing, reasoning, or mathematical abilities. The disorders are presumed to be due to a brain dysfunction. Although a person can learn to deal with a learning disability, it doesn't go away. |
| 84. Least Literate | 8/2006 Individuals who have insufficient reading, writing, and computational skills considered necessary for functioning in everyday life including those individuals who score below an intermediate ABE or ESL educational functioning level. |
| 85. Literacy | 8/2006 An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society. |
| 86. Litstart – Strategies For
Adult Literacy and ESL
Tutors | 8/2006 Publication developed in Michigan, which addresses a multi-sensory approach for teaching reading to adults. |
| 87. Local Adult Education
Program | 8/2006 A DLEG approved entity that provides direct adult education services to participants. |
| 88. Local Student Number
(LSN) | 8/2006 A locally assigned 4-10 character field that is unique to each participant within a fiscal agent. |
| 89. MAERS User ID | 8/2006 To access MAERS, a user must be assigned a User ID and password by the Office of Adult Education, Department of Labor and Economic Growth. |
| 90. Membership | 8/2006 The full-time equated number of participants actually enrolled and in regular daily attendance on the official count day in accordance with the State School Aid Act and Administrative Rules (in no case greater than 1.00 FTE per count date). |
| 91. Michigan Adult Education
Reporting System
(MAERS) | 8/2006 The official participant tracking system for all DLEG federal and state funded adult education programs. All participants are required to be data entered and tracked in MAERS. |
| 92. Michigan Talent Bank | 8/2006 An internet-based public labor exchange system for employers and job seekers. |

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93. Michigan Works! Agency (MWA) 8/2006 Michigan Works! Agencies oversee service providers who are selected through a competitive bidding process to meet the workforce needs of their local area.
- Each MWA serves a geographical area within the state, and is governed by a Workforce Development Board appointed by local elected officials.
94. Michigan Works! Service Centers 8/2006 A location where employment, training, and career education services are available. The system is open to everyone interested in finding a worker, finding a job, or getting career information.
95. Michigan Works! System 8/2006 A statewide workforce development system that prepares people for work by assisting both employers and job seekers.
96. Miscellaneous Test 8/2006 A test (other than one of the mandated DLEG approved tests) that is administered by the local adult education provider as a supplemental measurement of advancement toward the student's goals, or another type of test, i.e., an interest inventory used to determine or measure services to the participant. A miscellaneous test cannot be used to measure performance, but can be entered for MAERS reporting.
97. Most in Need 8/2006 Defined in the Michigan Adult Education State Plan as individuals who have insufficient reading, writing, and computational skills considered necessary for functioning in everyday life (individuals who score below an intermediate ABE or ESL educational functioning level on a State approved assessment).
98. Multiple Enrollments 8/2006 Two or more active enrollments (ABE, GED, HSC, ESL) at the same time.
99. National Reporting System (NRS) 8/2006 A standardized, structured process to collect Adult Education data. NRS was designed and implemented by the U.S. Department of Education and uses common data definitions that promote accurate and valid data collection and reporting. Adult Education data collected through NRS is used to determine Local and State performance measurements.
100. National Standards 8/2006 Knowledge and skills adults need in order to successfully carry out their roles as parents and family members, citizens and community members, and workers.
101. Needs Assessment 8/2006 Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a community that can be used in response to the academic needs of all

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students for improving student achievement and meeting challenging academic standards. Process that collects and examines information about school wide issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources.

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| 102. New Reader's Press | 8/2006 The publishing company of ProLiteracy Worldwide. |
| 103. Non-Traditional Credit | 8/2006 High school credit awarded based on military experience, life and work experience, Educational Development System (EDS) Tests, or correspondence courses. Each local adult education program determines the type of non-traditional credit that may be awarded towards a H.S. Diploma. |
| 104. Normalized Standard Score | 8/2006 A derived test score in which a numerical transformation has been chosen so that the score distribution closely approximates a normal distribution, for some specific population. |
| 105. Norm-Referenced Test | 8/2006 Norm-referenced tests (NRTs) compare a person's score against the scores of a group of people who have already taken the same exam, called the "norming group." |
| 106. NRS Core Outcome Measures | 8/2006 Core Outcome Measures are defined by the U.S. Department of Education. They are used to determine a State program's success rate. Core Outcome Measures include the attainment rates for educational gains, entry into employment, job improvement, job retention, GED, High School Diploma and Entry into Post-secondary Education. Core Outcome Measures are used in the computation of State performance measures. When a State program exceeds its prior year performance measures, they become eligible to receive incentive awards. |
| 107. NRS Measures | 8/2006 NRS measures are divided into two categories. Core measures are used in the calculation of a State's performance measures. Secondary measures are not used in the calculation of performance measures, but are reported to the U.S. Department of Education. Both Core and Secondary Measures are used in evaluating the State and National Adult Education program. |
| 108. NRS Tables | 8/2006 NRS data is reported to the U.S. Department of Education using seven reports. The report layout is a table format and is referred to as the NRS tables. These tables report data used in the calculation of performance measures and for evaluating State and the National Adult Education program. The tables also include aggregated participant demographic and participation data on the State's adult |

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education program.

109. Office of Adult Education	8/2006	The Office of Adult Education is the unit within the Michigan Dept. of Labor and Economic Growth that has direct oversight for Michigan's adult education programs.
110. Oklahoma Scoring Service Identification Number (OSSID)	8/2006	A unique identification number assigned by the Oklahoma Scoring Service when each participant's first GED test is scored. This seven-digit Examinee Number is returned with the participant's first scoring results.
111. One-Stop Center	8/2006	See "Michigan Works! Service Centers"
112. Outcome	8/2006	A term used to describe the status of a participant's educational gain(s) or goal attainment at the end of the enrollment period. When the participant completes his/her enrollment period (or drops out), goal attainments can be determined and reported in MAERS. Educational gains are automatically computed by PRE and POST test assessment scores entered into MAERS.
113. Participant	8/2006	An eligible individual enrolled and receiving services in a DLEG approved adult education program.
114. Participant Exit	8/2006	See "Exit Status".
115. Passing Time	8/2006	An allowance included in the determination of an instructional hour for time required for participants to move from one consecutive class to another. Passing Time is generally a maximum time of five minutes.
116. Performance Measures	8/2006	Fifteen USDOE, DAEL benchmarks, which all States are required to meet or exceed each year to be eligible for incentive grants. Eleven of the measures are for increases in educational functioning levels and four are for goal attainments. In Michigan, all grant recipients (and the state as a whole) are measured to determine their performance compared to these performance benchmarks.
117. Performance-Based Learning	8/2006	A methodology of teaching where teaching objectives are measured by gathering data through systematic observation of students' directly observable behavior.
118. Place of Birth	8/2006	The participant's place of birth (city and state for U.S. born individuals OR city and country for non-U.S. born individuals).

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119. Portfolio	8/2006 Selected collections of a variety of performance-based work; examples may include writing samples, open-ended or extended response exercises, extended tasks, etc.
120. Postsecondary	8/2006 Refers to education after earning a high school diploma or GED.
121. Pre/Post Test Forms	8/2006 Two or more assessments designed around the same content. The forms match statistically and are administered using identical procedures; the scores on the alternate forms are equivalent. Example: TABE 9, Level D would be comparable to TABE 10, Level D.
122. Primary Goal	8/2006 The primary goal is the main objective the participant wants to achieve by attending adult education instruction. Examples of primary goals include: Enter employment, attainment of a GED, attainment of a HSD, entry into Postsecondary education, improvement of an existing job and retention of an existing job. The primary goal is self-selected by the participant at entry with guidance from the local program. A participant must select one primary goal which could be achievable during the program year.
123. Program for the Homeless	8/2006 A program designed for homeless adults. Homeless adults are adults lacking a fixed, regular nighttime residence.
124. Program of Enrollment	8/2006 The area of instruction being provided to a participant. Programs of Enrollment include: ABE, ESL, GED, and HSD.
125. Program Provider Admin MAERS Access Level	8/2006 Has full read/write access to all student records within the Program Provider/fiscal Agency combination. This includes ability to enter, view, edit, and delete records. Has access to all provider - level reports.
126. Program Review	8/2006 A periodic review of programs to ensure compliance with state and federal regulations.
127. Program Type	8/2006 An Adult Education program at a specific facility (homeless shelter, correctional facility, or other DLEG approved institution) or for a specific literacy purpose such as family or workplace literacy.
128. Program Year	8/2006 The Adult Education program year July 1 through June 30 of the following calendar year.

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129. Progress Test	8/2006 A DLEG approved assessment test that is administered to measure educational increase during the participant's period of enrollment. A progress test may be administered as frequently as the local adult education program desires, but must be administered after every 90 hours of attendance, at a minimum, for ABE, GED and ESL participants.
130. ProLiteracy Worldwide	8/2006 National and international literacy organization designed to support grass roots literacy efforts. Offers membership, accreditation, training and other support to literacy councils.
131. Provider Staff MAERS Access Level	8/2006 Has full read/write access to all student records within the Program Provider/fiscal Agency combination. This includes ability to enter, view and edit records. Has access to some select reports.
132. Provider Staff-Read Only MAERS Access Level	8/2006 Has look-up access to all students with in the program Provider/Fiscal Agency combination. Has no enter, edit or delete capability.
133. Raw Score	8/2006 A student's observed score on a test, i.e., the number correct. (Raw scores cannot be entered into MAERS)
134. Recipient Code	8/2006 A unique code assigned by the Michigan Department of Education to recipients of federal and state grant funds. The code allows recipients to request funds and report expenditures in the Michigan Education Information System.
135. Remaining in the Same Level	8/2006 A student may be considered remaining in the same level if: <ol style="list-style-type: none">1. Student has been post-tested and the resulting EFL is not higher than the EFL at entry.2. Student has not been post tested by the end of the program year, but continues to participate in educational activities.
136. Scale Score	8/2006 The measurement of a student's performance relative to different performance levels that have been identified by the test publisher. (Scale scores are entered into MAERS.)
137. SCANS Competencies	8/2006 Developed by the Secretary of Labor's Commission on Achieving the Necessary Skills, the SCANS report is a definitive study that outlines eight areas of emphasis needed to produce qualified, productive workers for the 21st century.

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138. School District Code	8/2006 A numerical code assigned by the Michigan Department of Education to each school district within Michigan.
139. Secondary Goal/Measures	8/2006 A secondary goal is another objective the participant may want to achieve by attending adult education. Examples of Secondary goals include: All Primary Goals, Achieve Work Based Project Learner, Obtain Citizenship, Register to Vote, Voted For the First Time, Increase Involvement in Community Activities, Increase Involvement in Children's Activities and Increase Involvement in Children's Literacy Related Activities.
140. Section 107	8/2006 That section of the State Aid Act which addresses membership requirements for adult education participants.
141. Section 504	8/2006 Section 504 of the Rehabilitation Act of 1973 provides qualified handicapped individuals protection from discrimination under any program or activity receiving federal financial assistance.
142. Semester	8/2006 The period of 18-20 weeks, which a class lasts.
143. Single Record Student Data (SRSD)	8/2006 The data storage system for the state which serves as the membership and data record for participants.
144. Soft Exit (System Exit)	8/2006 Participant status must be reported at the end of every program year. If a participant's MAERS Outcome record is missing their "End of Enrollment Participant Status" and "Status Date" on October 26 th following the program year, the Participant's record will be soft exited from MAERS. Participants that are soft exited are counted and reported to USDOE as dropouts per USDOE requirements.
145. SSN Policy	8/2006 There is <u>no requirement</u> to collect Social Security Numbers. However, every local adult education program is encouraged to collect and report Social Security Numbers. The SSN will be used to assist with post program follow-up. Once the number is collected, it is never again displayed on MAERS computer screens. It is only used to look for information in other data sources that can be used to fulfill follow-up requirements.
146. Standard	8/2006 General expectation of knowledge and skills development.
147. State Approved Assessments	8/2006 Effective 2005-2006, the DLEG approved tests are: CASAS, TABE 9/10 (full or survey) or Work Keys.

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148. State Goals 8/2006 Per NRS regulations, Michigan opted to establish two state goals for participant measurement. The goals are "Improve Basic Literacy" and "Improve English Speaking Ability." (Criteria for achievement: One EFL gain)
149. State School Aid 8/2006 Funds allocated by the State of Michigan for Adult Education under the provisions of Section 107 of the State School Aid Act of 1979 as amended.
150. Strand 8/2006 General type of information. It is the label (word or phrase) for a category of knowledge.
151. Supplemental Count Day 8/2006 The second Wednesday in February.
152. Term 8/2006 A term class is one that lasts less than a semester. The FTE value for participants enrolled in a term class will be counted in the same manner as traditional classes.
153. Test 8/2006 A DLEG approved assessment for determining the participant's educational functioning level at entry, during instruction and at exit. (See "Assessment" definition for further details.)
154. Test of Adult Basic Education (TABE) 8/2006 A DLEG approved assessment for pre/progress/post-testing adult education participants in the areas of reading, math and/or language.
155. Unique Identifier/Identification Code (UIC) 8/2006 A permanent number, established by the Center for Education Performance Information (CEPI), assigned to a student for his/her lifetime and recorded in the SRSD. The UIC was created to establish a unique identifier for each student record in CEPI's data warehouse. It is used in lieu of other unique identification numbers such as a Social Security Number.
156. Volunteer Tutor 8/2006 Volunteer from local community trained for tutoring adults typically by use of either the Litstart Method, ProLiteracy Tutor Training or any other training system deemed appropriate by the certifying literacy council.
157. Work Based Project Learner 8/2006 A participant enrolled in a short-term course (at least 12 hours and no more than 30 hours) in which instruction is designed to teach work-based skills.
158. Work Keys 8/2006 A DLEG approved assessment (from ACT) for pre/progress/post-testing adult education participants in the areas of reading for information, writing and/or applied math. Work Keys is designed to determine workplace competencies.

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159. Workforce Development Board 8/2006 The Michigan Works! system is administered locally through Workforce Development Boards (WDBs). Each MWA is governed by a WDB appointed by local elected officials. The Chair of the Board comes from the private sector, and a majority of the Board members must represent the private sector. Other members of the Board represent community based organizations, labor, education, social services, and vocational rehabilitation. Board members must serve their companies or agencies at a level that permits them to make decisions and commitments on behalf of their employer.
160. Workforce Education 8/2006 Job-related skill development to secure employment or to achieve an upgrade in employment.
161. Workforce Investment Act (WIA) of 1998 8/2006 Title II of WIA (job training legislation) contains the Adult Education and Family Literacy Act, which provides funding for the federal adult education program.
162. Workforce Literacy 8/2006 The basic skills necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace.
163. Workforce Readiness Standard 8/2006 Defined as skills equivalent to grade 11 as measured by Work Keys Level 5 or equivalent.
164. Workplace Education 8/2006 Training programs sponsored by employers that provide adult education and literacy instruction as well as job-specific instruction for employees in the workplace.
165. Workplace Literacy Program 8/2006 A program designed to improve the literacy skills needed to perform a job and it is at least partly under the auspices of an employer.
166. Workplace Readiness Skills 8/2006 Employability skills instruction for adult education students.